

# Pupil premium strategy statement – Grange Park

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	468
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26 2026-27 2028-29
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Richard Thorpe
Pupil premium lead	Rebecca Marshall
Governor / Trustee lead	Carl Bowman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£234,564

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including expected or better progress for those who are already high attainers. We want all children to leave Grange Park feeling ‘Proud to Shine’ and being able to ‘make a positive contribution to their community and the world they live in.’*

*We apply a broad definition of disadvantage. This includes pupils who have a social worker, or who are young carers as well as children who are vulnerable (or at risk of becoming so). These children are identified at the beginning of each academic year alongside a list of children who we continue to monitor. Inclusion is at the heart of our culture.*

*High-quality teaching is at the heart of our curriculum offer. Areas of focus have been identified through evaluating where our disadvantaged pupils require the most support. There is proof to suggest that having a strategic plan for addressing the area of greatest need will have the biggest impact on closing the disadvantage attainment gap. Not only this, but there is also evidence to suggest that the non-disadvantaged pupils in our school will reap some benefits of this plan. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Pastoral support is key to providing opportunities to ensure pupils’ well-being, including their social, emotional and physical needs, are being met. There is not a ‘one size fits all approach’ to our pastoral support; each individual needs are discussed by school leaders (SEND lead, Behaviour lead, Nurture lead) to provide the most appropriate bespoke support for pupils.*

*Our ultimate goals are:*

*To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*

*For all disadvantaged pupils at Grange Park to reach ARE in Reading, Writing, VGPS, Maths and Science by the end of KS2.*

*To support our children’s health and wellbeing to enable them to access learning at an appropriate level.*

*We aim to do this through:*

*Ensuring that teaching and learning opportunities meet the needs of all the pupils.*

*Ensuring that appropriate provision is in place for all pupils; this includes ensuring that the needs of socially disadvantaged pupils.*

*Recognising that not all pupils who receive free school meals will be socially disadvantaged as well as recognising that there are some children who we consider to be vulnerable that don't receive free school meals. Pupil Premium funding will be used to support any pupil or groups of pupils the school who we have identified as being socially disadvantaged and / or vulnerable.*

*Achieving these objectives will be achieved through a range of provisions including:*

- Ensuring all teaching is good or better*
- Robust termly safeguarding training for all staff*
- Subject leaders have adequate release time in order to monitor the curriculum offer*
- Non-classed based time for staff who oversee the mental health and well-being provision of children, SEND provision, behaviour lead, as well as delivering additional intervention to those in need of either pastoral support or academic support.*
- Providing staff training and purchasing high quality teaching and learning resources*
- 1-1 and small group support to support pupils in making expected or better progress*
- Engaging our vulnerable pupils in the range of opportunities open to the rest of the pupils in school by offering free extra-curricular after school club places.*
- Supporting with payments for in-school activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.*
- Supporting our most vulnerable families facing challenges by funding subsidised places at our breakfast and after school club.*
- Subscribe to high quality online resources to support the delivery of first quality teaching and to support learning at home.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Closing the attainment gap in Reading and Writing so that by the end of KS2 so that the number of disadvantaged children achieving ARE in line with National figures.
2	Poor speech, language and communication skills for those pupils joining us in EYFS.
3	Many disadvantaged children have also been identified as having SEN need, thus increasing their vulnerability.
4	Resilience when faced with both learning and social challenges and having the emotional intelligence to regulate themselves.
5	Home learning environment – parental support, parental engagement, capacity to complete homework / learning tasks at home
6	Limited cultural capital experiences beyond schools offer

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children leave EYFS with enough language to be Year 1 ready	Achieve GLD in Literacy and Communication and Language
Good or better progress in Reading	Achieve national average scores in KS2 Reading
Good or better progress in Writing	Achieve national average scores in KS2 Writing
Enrichment opportunities	Pupils access a wide range of experiences both to enhance learning experiences in the school day and beyond the curriculum
Good emotional intelligence and resilience	Children who can regulate their emotions and show resilience both within and outside of school

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all lessons meet the needs of all students; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.</p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.            EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.            EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role.            EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p> <p><i>External CPD:</i>  <i>Whole school CPD – Place Value of Spelling (Grammarsaurus)</i>  <i>Makaton training (All EYFS staff)</i>  <i>We will ensure that CPD is provided for all staff both internally and externally to support in increasing staff subject knowledge.</i>  <i>We will continue with subscriptions to different online learning platforms to support planning for high-quality teaching and learning</i>  <i>TT Rockstars</i>  <i>White Rose</i>  <i>Grammarsaurus</i>  <i>Maestro</i>  <i>Clickr</i>  <i>Little Wandle</i>  <i>Jigsaw (RE and PSHE)</i>  <i>Primary Languages Network</i>  <i>Val Sabin</i>  <i>Charanga</i>  <i>Doodle</i></p> <p><i>All our staff recognise that poor literacy skills can be life limiting. We strive for our children to not only decode and understand written words which is necessary to ‘unlock’ the rest of the curriculum but also develop a love of reading. During Love2Read sessions texts are chosen carefully to inspire children to read for pleasure. During reading sessions targeted support is in place to ensure that disadvantaged</i></p>	<p>1,2,3,4</p>

	<i>pupils are making better than expected progress in reading.</i>	
Trained member of staff to deliver Forest school sessions 4 afternoons a week (Physical activity)	<p>EEF Teaching and Learning Toolkit (+2 months impact)</p> <p>It is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><i>Forest school training</i></p> <p><i>Purchase of equipment needed to deliver forest schools</i></p> <p><i>Trained member of staff to deliver sessions</i></p>	4,6
Trained sports specialist (Physical activity)	<p>EEF Teaching and Learning Toolkit (+2 months impact)</p> <p>It is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><i>Trained PE specialist to:</i></p> <ul style="list-style-type: none"> <li><i>- deliver PE to all classes (one lesson a week)</i></li> <li><i>- co-ordinate entries into most local and CAT led sporting competitions.</i></li> <li><i>- liaise with external sports providers to deliver high quality PE lessons across the school</i></li> <li><i>- ensure that there are opportunity for all children in KS2 to represent the school in a sporting event.</i></li> <li><i>- provide supervised football every lunchtime for KS2.</i></li> <li><i>- provide after school club sports clubs</i></li> <li><i>- seek opportunities to receive free sporting equipment (including clothes and trainer / boots) so that all children are able to participate in sport without there being a financial burden.</i></li> </ul>	1,2,3,4,6

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted language acquisition-based intervention	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.</p> <p><b>Reception and Nursery</b></p> <p><i>Sound Pots</i></p> <p><i>Listen with Lucy</i></p> <p><i>1 to 1 speech and Language sessions</i></p> <p><i>Drawing Club (Reception)</i></p> <p><b>KS1</b></p> <p><i>Daily Phonics teaching (Little Wandle)</i></p> <p><i>Phonics interventions</i></p> <p><i>Drawing club (Year 1)</i></p> <p><i>Phonic Tracker to monitor progress – staff released to complete assessments every 8 weeks.</i></p> <p><b>KS2</b></p> <p><i>Phonics interventions – following the Grapheme Gap Analysis / spelling interventions / Reading interventions</i></p>	1,2,5
Targeted intervention plans in each year	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.</p> <p><i>Precision interventions</i></p> <p><i>Phonics interventions (KS1)</i></p> <p><i>Phonics ‘catch up’ sessions and Literacy Pathway sessions (KS2)</i></p> <p><i>Times tables interventions (Lower KS2)</i></p> <p><i>Reading / Comprehension interventions (Y6)</i></p>	1,2,3,4

	<p><i>Maths intervention (Y6)</i>  <i>Pre-teaching sessions</i>  <i>Use of Knowledge organisers to highlight subject specific language</i></p>	
School Led Tutoring	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Precision interventions:  <i>1 to 1 and 1 to 3 before and after school interventions to plug specific learning gaps with children in Y6 focusing on reading comprehension and maths.</i></p> <p><i>After school tutoring focusing on Times tables – Y4. 12, 1 hour session weekly for children who were identified as having gaps in their expected times table knowledge.</i></p>	1,2,3,4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £183,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support for those children who have barriers to learning due to their emotional wellbeing	<p>EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)</p> <p><i>Base 1</i>  <i>Base 3</i>  <i>Nurture Groups (PM groups)</i>  <i>Play therapy</i>  <i>BSAT support</i></p>	1,2,3,4,5
Practice Mindfulness and Mental Health awareness	<p>EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)</p> <p><i>Mindfulness is integral within every PSHE lesson.</i>  <i>School focus days, such as Hello Yellow day.</i>  <i>Access to a Mental Health Practitioner</i></p>	1,2,3,4,5

	<i>Full time pastoral member of staff to work with individuals / families and small groups of children.</i>	
Cultural capital experiences promoted in the curriculum	<p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self -confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> <p>Ofsted research places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil voice reflects greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and increase children’s engagement in their learning and retention of information.</p> <p><i>School provides all sports kit (including shoes/boots) to any child that needs equipment so that this isn’t a barrier to the children being able to participate in sporting activities.</i></p> <p><i>Weekly Forest school lessons for a term a year</i></p> <p><i>Residential places offered at a reduced rate (Y4, Y5 and Y6)</i></p> <p><i>Three days of Arthog outreach for all Y5 children</i></p> <p><i>Arthog summer camp provided at no cost to the children</i></p> <p><i>All children in KS2 to represent the school in at least 1 sporting event every year</i></p> <p><i>Planned enrichment activities (beyond the curriculum) planned in each year group – Cultural Capital offer.</i></p>	2,4,5,6

**Total budgeted cost: £250,818**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.*

#### ***Level of language acquisition on entry into school and its ongoing impact***

*In 2024-25, 45% of all our children were identified as being ARE in our EYFS baseline assessments for Communication and Language with only 33% of our disadvantaged children achieving ARE in this area. In the area of Literacy 25% of all our children achieved ARE in their baseline assessments, for our disadvantaged children this reduced to 17%*

*By the end of their reception year 52% of all pupils achieved GLD with 35% of our disadvantaged pupils achieving GLD by the end of their reception year. This is lower than last academic year however in this cohort 47% of our disadvantaged children in have also been identified as having SEN needs and 18% of those have an EHCP for their SEND needs.*

*As we have an onsite nursery we are able to begin interventions with our nursery children who are identified as having low language acquisition. By the time they reach Reception they are already closing the language acquisition gap. This is achieved through high quality interactions between staff and children and the modelling of good language use. In addition to this all children in Nursery access Sound Pots and where needs have been identified other also access Talk Boost, Listen with Lucy and or have specific, targeted Speech and Language interventions.*

*Having invested in Drawing club within EYFS and seeing the benefits to children's language in 2024/25 we rolled drawing club into Year 1. This alongside an 'Oracy first' approach to English teaching in Y1 has had a huge impact on last year's Year 1 children - 86% passing the phonics screening, 51% of all children making better than expected progress in reading and 95% of all children making expected or better progress in writing, with 88% of disadvantaged children making the same progress in writing.*

#### ***Phonetic abilities***

*Our Phonics data for the academic year of 2024-25 was 86%, which was above national. 87.5% of our disadvantaged children passed the phonics screening this year. Our daily focus on delivering high quality phonics teaching based on regular and rigorous assessments to ensure that delivery meets the needs of the children. Where children are falling behind, interventions are put in place as well as reducing group*

sizes during the main phonic sessions. Ensuring the three reads a week happen for all children has also had a positive impact on children being able to apply their phonetic knowledge.

Continuing to deliver high quality phonics remains a priority within school to give our learner the best possible start to school life. The ability to read runs through all aspects of school life, all curriculum areas and life beyond school.

### **Stamina for learning and desire to learn / Resilience when faced with learning challenges**

Over the three years of this Pupil Premium statement, children's stamina for learning has improved. Children are in good habits of coming to school every day and cope well with the curriculum offer. Where appropriate classroom and work related adaptations are made to support children with their stamina for learning through a range of different whole class strategies, such as daily mile time, mindfulness time and chunking learning time into manageable chunks as well as strategies specific to an individual learner's needs such as calm boxes, sensory room time, fidgets, foot hammocks, chew buddies.

Whilst we feel that we have overcome children's stamina for learning and desire to learn, children's learning challenges remains a barrier for some learners. To support children who struggle with their resilience to learning challenge we have found that offering planned support away from the main classroom environment has meant that their time in the classroom has been successful. Time away from the main classroom is reviewed every 6-8 weeks to look at needs, challenges and is a time to refine the offer children may receive based on their success in the main classroom environment. There are a range of approaches in use to support children with their resilience – ELSA, Base 1 time, Nurture time, Allotment time. Through these activities children work on a range of things including: turn taking, working together, sharing adult time with others, developing independence and having a try for themselves, winning and losing and the emotions attached to that, failing / losing is normal and happens to everyone and how to cope with this, coping strategies when children feel overwhelmed, identifying and naming feelings and appropriate responses.

Resilience to learning challenges remains a priority for us and is identified as a continuing challenge on our new Pupil Premium Strategy Statement.

### **Emotional intelligence / regulation**

70% of the children who accessed regular emotional regulation support through either time in Base 1 (Nurture Room support) or afternoon nurture group support are pupil premium. All of the children accessing this support are also on our SEN register for having additional SEMH needs. With children accessing this regular support they are able to be successful in school. Some of these children have been able to return to class full time and other have been able to reduce from nurture room support to an

afternoon of nurture group support. Our aim is always to get children emotionally resilient enough to cope with a mainstream classroom full time.

In addition to our nurture support we also had a fulltime ELSA. 60% of the children who received some form of ELSA support during 2024-25 were identified as being disadvantaged. ELSA support ranged from weekly check-ins, daily check in, individual sessions and group sessions. ELSA targets were reviewed after a 6 to 8 week block. In most case, after a block of sessions children had strategies in place and were able to manage with a check-in once a week, some received a check in on request. In a few cases new targets were set and explored in another 6 to 8 week block of sessions. ELSA sessions and check in's supported the calm atmosphere around school and gave children tools to help them manage their emotions within the school / classroom setting with a few minor adjustments. For some children the outcome of ELSA was improved attendance, for other is led to less incidence of negative behaviour and dysregulation being reported.

### **Attendance**

Last academic year (2024-25) our attendance figures were above national for all children at 95.38% and 94.04% for our disadvantaged children. There are some disadvantaged children (and families) that we are continuing to work closely with to improve and maintain good attendance. Staff have met with parents to try and unpick barriers to attendance, and a range of strategies and support have been put in offered / put in place including breakfast club places, alternative arrangements for dropping off and pick up, support using the toilet during the school day right through to Early Help Assessments being completed.

Due to good levels of attendance for all pupils including our disadvantaged children, attendance is not on our new strategy statement as this is now a two-year trend. However, we continuously monitor attendance and should attendance dip with our disadvantaged children we will explore the reasons why this might be.

## **Externally provided programmes**

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

<b>Programme</b>	<b>Provider</b>
Times Tables Rock Stars	Maths Circle Limited
White Rose Maths	Trinity MAT
Primary Languages Network	Primary Languages Network Ltd
Testbase	AQA

PVPG (Place Value of Punctuation and Spelling)	Grammarsaurus
Clicker 8	Crick Software
Doodle Learning (Maths, Tables, English, Spelling)	Discovery Education
Big Cat Reading	Collins
Little Wandle <b>Phonics</b>	Collins
Maestro	Cornerstones
Jigsaw PSHE and RE	Jigsaw

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A